



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

304 South Meadow, Payson, AZ 85541

Payson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Monica Nitzsche
Schedule : 07:00 AM to 04:00 PM
Grades : 6-8
Web Address :
Phone Number : (928) 474-4511
Fax Number : (928) 472-2044
E-mail : mnitzsch@pusd.com

Mission

Our mission is to provide a quality education for all students through a unique, safe, caring, learning environment in which students acquire critical thinking skills and achieve personal excellence which foster current and future productivity.

Success for All!
Creating a culture of:
Achievement
Caring
Collaboration

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü School Culture: School structure will demonstrate that its primary purpose is learning. Teachers will work to clarify the essential outcomes for each course at every grade level. Teachers will work as interdependent members of collaborative teams.
- ü Creation of a systemic process for responding to students who don't learn.
- ü Individuals and teams will use assessment information to impact their professional practice.

Enrollment

October 1, 2005 School Year Student Enrollment : 665
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- ü Core Academics (Read/Sci/SS/Math/Engl)
- ü Achieve Learning Hour
- ü Multiple Exploratory Opportunities
- ü On-site Special Education
- ü Academic Center for Excellence (ACE)
- ü Rich offering of afterschool club option

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/28/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Students are expected to successfully complete core classes. The school has a strong Code of Conduct. We have established a Zero-tolerance Policy. A School Resource Officer, peer mediation, DARE, Project Alert and group counseling are used.

Parents

Parents are responsible for the needs of their children. They are responsible for helping their children understand the importance of education. Parents should ensure that their children attend school regularly, and abide by school rules.

Transportation Policy

Bus transportation is a privilege offered to any of our students who live over one and one-half miles from the school campus, up to a distance of approximately 30 miles. Approximately 65% of our student population qualify for bus service.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Academic League Champions	2006
ü Veterans of Foreign War - Teacher Recognition	2005
ü White Mountain League 8th Grade Football Champions	2006
ü Principal of the Year - Arizona School Administrators	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	210	210	79327	95	95	98	513	513	518	12	12	19	28	28	20	46	46	46	14	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	93	38961	95	95	98	509	509	520	13	13	16	32	32	20	42	42	48	13	13	16
Male	115	115	40295	94	94	97	518	518	516	10	10	21	25	25	19	50	50	44	15	15	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	24	24	32327	92	92	98	493	493	499	21	21	27	42	42	25	33	33	41	4	4	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	178	178	36373	95	95	98	517	517	538	11	11	10	26	26	14	48	48	52	16	16	25
Students with Disabilities	13	13	9321	52	52	87	495	495	467	38	38	54	23	23	22	23	23	21	15	15	3
Students without Disabilities	197	197	70006	100	100	100	514	514	524	11	11	14	28	28	19	47	47	49	14	14	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	82	82	37097	85	85	97	495	495	498	18	18	27	35	35	25	41	41	41	5	5	7
Non-Economically Disadvantaged	128	128	42230	100	100	99	524	524	535	9	9	11	23	23	15	48	48	50	20	20	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	219	219	79501	100	100	98	497	497	497	7	7	10	24	24	25	68	68	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	98	39062	100	100	99	498	498	502	6	6	8	26	26	23	67	67	64	1	1	5
Male	120	120	40368	98	98	98	497	497	491	8	8	13	22	22	27	69	69	57	2	2	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	26	26	32389	100	100	98	477	477	478	15	15	16	35	35	34	50	50	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	186	186	36446	99	99	99	501	501	516	5	5	4	22	22	15	71	71	73	2	2	7
Students with Disabilities	23	23	9411	92	92	88	469	469	453	26	26	36	30	30	36	43	43	26	NA	NA	1
Students without Disabilities	196	196	70090	100	100	100	501	501	502	5	5	7	23	23	24	71	71	65	2	2	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	91	91	37183	94	94	97	484	484	479	12	12	16	31	31	34	57	57	49	NA	NA	1
Non-Economically Disadvantaged	128	128	42318	100	100	99	507	507	513	3	3	5	19	19	17	76	76	70	2	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	219	219	80000	100	100	99	552	552	564	3	3	3	13	13	11	76	76	75	8	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	97	39288	99	99	99	565	565	579	1	1	2	10	10	6	78	78	77	10	10	16
Male	121	121	40644	99	99	98	542	542	549	5	5	4	15	15	15	74	74	74	6	6	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	26	26	32672	100	100	99	545	545	548	NA	NA	4	27	27	14	69	69	76	4	4	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	186	186	36602	99	99	99	552	552	579	4	4	2	12	12	7	76	76	75	9	9	16
Students with Disabilities	22	22	9919	88	88	93	487	487	505	9	9	9	45	45	35	45	45	54	NA	NA	2
Students without Disabilities	197	197	70081	100	100	100	559	559	571	3	3	2	10	10	7	79	79	79	9	9	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	92	92	37534	95	95	98	530	530	547	4	4	4	24	24	15	71	71	76	1	1	5
Non-Economically Disadvantaged	127	127	42466	100	100	100	568	568	578	2	2	2	6	6	7	80	80	75	13	13	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	213	78546	94	94	97	548	548	543	9	9	15	17	17	18	59	59	52	15	15	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	103	38645	94	94	98	555	555	545	7	7	13	14	14	18	63	63	54	17	17	15
Male	109	109	39792	92	92	97	543	543	542	11	11	17	20	20	17	55	55	50	14	14	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	19	19	31177	79	79	97	531	531	524	16	16	22	16	16	23	58	58	48	11	11	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	183	183	36450	96	96	97	551	551	563	8	8	7	18	18	12	58	58	57	16	16	23
Students with Disabilities	11	11	8093	38	38	82	486	486	489	55	55	50	27	27	24	9	9	23	9	9	2
Students without Disabilities	202	202	70453	100	100	100	552	552	549	7	7	11	16	16	17	61	61	56	15	15	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	87	87	34694	84	84	96	536	536	524	13	13	23	24	24	23	55	55	48	8	8	7
Non-Economically Disadvantaged	126	126	43852	100	100	99	557	557	559	7	7	10	12	12	13	61	61	56	20	20	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	225	225	79045	99	99	98	522	522	512	7	7	10	22	22	25	65	65	58	7	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	110	38860	100	100	98	524	524	519	7	7	7	16	16	22	71	71	62	5	5	8
Male	114	114	40075	97	97	97	521	521	505	6	6	12	26	26	28	60	60	54	8	8	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	21	21	31314	88	88	98	507	507	493	14	14	16	14	14	34	71	71	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	191	191	36730	100	100	98	525	525	532	6	6	4	22	22	16	64	64	68	8	8	12
Students with Disabilities	23	23	8552	79	79	87	456	456	463	43	43	35	43	43	40	9	9	23	4	4	1
Students without Disabilities	202	202	70493	100	100	100	530	530	517	2	2	7	19	19	24	71	71	62	7	7	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	97	97	34922	94	94	96	506	506	493	10	10	15	27	27	34	62	62	48	1	1	3
Non-Economically Disadvantaged	128	128	44123	100	100	99	534	534	527	4	4	6	18	18	18	67	67	66	11	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	230	230	79657	100	100	99	571	571	566	3	3	3	6	6	8	90	90	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	111	111	39120	100	100	99	590	590	580	NA	NA	2	3	3	4	94	94	92	4	4	2
Male	118	118	40423	100	100	98	553	553	553	5	5	5	8	8	12	86	86	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	24	24	31642	100	100	99	556	556	552	8	8	5	NA	NA	11	92	92	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	193	193	36929	100	100	99	573	573	579	2	2	2	6	6	5	90	90	91	2	2	2
Students with Disabilities	29	29	9069	100	100	92	500	500	508	14	14	11	24	24	30	62	62	58	NA	NA	1
Students without Disabilities	201	201	70588	100	100	100	581	581	573	1	1	2	3	3	5	94	94	91	2	2	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	103	103	35341	100	100	97	554	554	551	5	5	5	9	9	12	86	86	83	NA	NA	0
Non-Economically Disadvantaged	127	127	44316	100	100	100	584	584	578	1	1	2	4	4	5	92	92	90	3	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	197	197	78400	94	94	97	567	567	554	20	20	21	9	9	19	53	53	47	18	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	88	38686	97	97	98	561	561	554	20	20	20	11	11	20	51	51	49	17	17	12
Male	109	109	39636	92	92	96	573	573	554	20	20	23	6	6	18	54	54	46	19	19	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	23	23	30732	88	88	97	538	538	534	35	35	31	13	13	24	48	48	40	4	4	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	167	167	37038	95	95	97	573	573	575	17	17	11	8	8	14	53	53	56	21	21	19
Students with Disabilities	18	18	7840	56	56	81	513	513	498	61	61	60	22	22	18	11	11	20	6	6	2
Students without Disabilities	179	179	70560	100	100	99	573	573	560	16	16	17	7	7	19	57	57	50	20	20	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	75	75	33014	90	90	95	549	549	534	24	24	31	12	12	24	59	59	40	5	5	5
Non-Economically Disadvantaged	122	122	45386	96	96	99	579	579	569	18	18	15	7	7	15	49	49	52	26	26	18

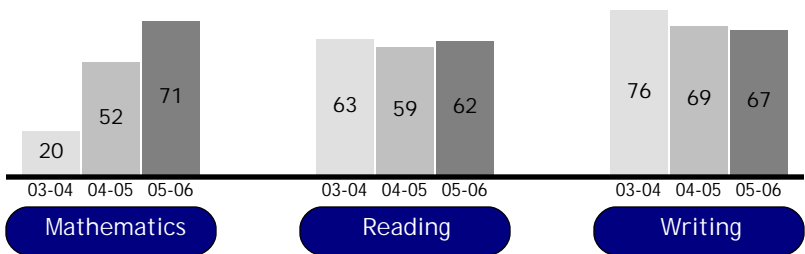
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	210	210	79179	100	100	98	520	520	519	10	10	11	29	29	27	57	57	58	5	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	91	38974	100	100	99	521	521	524	10	10	8	29	29	25	57	57	61	4	4	5
Male	119	119	40124	100	100	97	519	519	513	9	9	13	29	29	28	57	57	54	5	5	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	26	26	30987	100	100	98	494	494	498	12	12	17	50	50	36	31	31	45	8	8	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	175	175	37467	100	100	98	525	525	539	8	8	5	26	26	17	62	62	70	5	5	8
Students with Disabilities	31	31	8567	97	97	88	471	471	467	32	32	39	42	42	38	26	26	22	NA	NA	1
Students without Disabilities	179	179	70612	100	100	99	528	528	524	6	6	7	26	26	25	63	63	62	6	6	5
Limited English Proficient Students	11	11	9013	100	100	95	457	457	461	18	18	40	82	82	48	NA	NA	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	80	80	33345	96	96	96	505	505	499	9	9	17	39	39	36	51	51	46	1	1	1
Non-Economically Disadvantaged	130	130	45834	100	100	99	529	529	533	10	10	7	22	22	19	61	61	67	7	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	211	79734	100	100	99	535	535	554	4	4	3	29	29	19	67	67	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	39243	100	100	99	546	546	568	5	5	2	17	17	12	77	77	85	NA	NA	1
Male	119	119	40413	100	100	98	526	526	541	3	3	4	38	38	26	59	59	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	26	26	31254	100	100	99	490	490	539	12	12	5	42	42	25	46	46	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	174	174	37668	99	99	99	544	544	569	2	2	1	28	28	13	70	70	85	NA	NA	1
Students with Disabilities	32	32	8943	100	100	92	474	474	495	16	16	11	53	53	51	31	31	38	NA	NA	1
Students without Disabilities	179	179	70791	100	100	100	546	546	561	2	2	2	25	25	15	73	73	83	NA	NA	0
Limited English Proficient Students	11	11	9138	100	100	97	435	435	492	27	27	13	45	45	46	27	27	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	80	80	33718	96	96	97	520	520	538	5	5	5	36	36	26	59	59	69	NA	NA	0
Non-Economically Disadvantaged	131	131	46016	100	100	100	544	544	567	4	4	2	24	24	14	72	72	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	58	NA	56	100	56	56	51	100	56	56	56
	Language	98	48	48	48	100	52	52	47	100	52	52	50
	Mathematics	99	65	65	66	100	52	52	52	96	56	56	58
7	Reading	100	49	NA	54	100	51	51	50	98	61	61	54
	Language	100	56	56	58	100	55	55	52	100	63	63	58
	Mathematics	100	61	61	62	100	54	54	50	93	61	61	54
8	Reading	100	65	NA	55	99	49	49	51	100	61	61	58
	Language	100	61	61	52	99	48	48	50	100	56	56	56
	Mathematics	100	64	64	61	99	49	49	53	94	59	59	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 3 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Textbook Selection
- ü Student Discipline
- ü School Safety Issues
- ü Extracurricular Activities
- ü Schoolwide Project Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	3	2	0	0
10 or more years	11	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	141
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	21%

Resources Available at School Site

Special Facilities

- ü Vocational Technology Lab
- ü Computer Instruction Lab for Remediation

Extracurricular Activities

- ü Academic League Team
- ü FCCLA Club
- ü Student Council
- ü Interscholastic Athletics
- ü Outdoor Adventures Club
- ü Builder's Club
- ü FBLA Club
- ü Math Club

Social Services

- ü Health Curriculum
- ü Service Club Sponsorships
- ü Local Business Partners
- ü Lunch Program
- ü Parent Liasion/Parent Resource Center
- ü Counseling
- ü School Nurse

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Development of Academic Center for Excellence computer aided learning program to provide enrichment and intervention to students at all levels in Math and Language Arts.
- ü Designed and implemented an academic intervention program where all students receive mentoring and tutoring within the school day to address academic concerns.
- ü Received a Performing Plus designation.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school addresses safety issues through a staff Safety Committee. The committee meets on a monthly basis to discuss safety issues, revise procedures and suggest new efforts. Safety procedures are practiced in monthly practice drills. The school nurse is the chairman of the safety committee.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Monica Nitzsche	(928) 474-4511
Transportation Policy	Tom Piowarsy	(928) 474-2340
Community Resources	Blanche Oakand	(928) 474-4511
School Nutrition Programs	Bonnie Shipitalo	(928) 472-5703
Parent Organization		(928) -
Student Health/Nurse	Linda Swartwood	(928) 474-4511

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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